

Guided Reading Lesson Plan (Levels A-L)

Title: Make a Safety Puppet Level: D ISBN: 978-1-61672-237-1 Publisher: Benchmark Unit: 3

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. they 2. can 3. work	Word Building (3 min.) CVC words Build “ <u>s</u> ad”-“ <u>b</u> ad”-“bat”-“ <u>c</u> at”-“ <u>c</u> ap”-“ <u>c</u> an” Mention how “put” is an exception to the rule. Drag finger across and blend word together
Before Reading: (5-7 min.) <ul style="list-style-type: none">Book Introduction: (include meaning, structure, visual) <p>Today we are going to read a book titled “Make a Safety Puppet”. By looking at the cover of the book—what are the children holding? What do their puppets look like? This book is going to teach us how to create our own safety puppet. Lets look at page 3. What makes the cook safe? Now look at page 9. Do you see the cook puppet? What other puppets do you see?</p> <ul style="list-style-type: none">Difficult Words/Vocabulary: mitts (2), helmet (4), goggles (6)Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers use the pictures and beginning sounds of words to help them figure out a tricky word. Lets go to page 6. Lets read through the page, when you come to the tricky word lets stop and go through it together. What sound does it start with? Now look at the picture? Do you know what he is wearing? Now can you read the word?	
During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: <i>Does it match? Does it sound right? Does it make sense?</i>	
After Reading: (5-7 min.) <ul style="list-style-type: none">Discuss the story Let’s talk about how some of the characters were safe. Look at the picture on page 6. The worker looks happy. How can you tell? (He is being safe) How are some other ways you can be safe?Return to Teaching Point: What other tricky words did you read today?Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance, sequence <p>Why do you think you put eyes, a nose, a mouth and hair on the head before putting the head on the puppet? (It is easier to put the head together before putting it on.)</p>	
Writing Connection: (5 min.) Throughout the book we learned some ways to keep safe at work and how the puppets showed us this. What puppet would you create to remind us about safety at work? Can you draw your safety puppet? Have students write “This is a _____ safety puppet”. Discuss how your safety puppet is safe.	